

STATE OF MAINE
DEPARTMENT OF EDUCATION
DIVISION OF ADULT & COMMUNITY EDUCATION
Augusta, Maine 04333
APPLICATION FOR APPROVAL OF PROGRAM UNDER
THE ADULT EDUCATION AND FAMILY LITERACY ACT
TITLE II OF THE WORKFORCE INVESTMENT ACT OF 1998
ADULT BASIC EDUCATION - FISCAL YEARS 2012 and 2013

Date _____ Town/Area covered by program: _____
 Name of School Unit or Agency: _____
 Program Address: _____
 City, State Zip _____
 Name and phone number of person available for inquiries regarding this application:

Name _____	Telephone Number _____	Email _____
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The following plan for operation of a project under Title II of the federal Workforce Investment Act of 1998 as amended is hereby submitted for approval. The project will operate in accordance with federal and state law, Maine's approved Adult Education State Plan (available here: <http://www.maine.gov/education/aded/dev/literacy.htm>), and the Maine Administrative Procedure Act. Expenditures will be made and requirements will be met with respect to state and federal standards, procedures, and policies. Fiscal records, invoices, and similar verifications of all expenditures will be kept available at the administrative unit, town office or agency for a minimum of three (3) years after payment.

I hereby request funds in the amount of \$ _____, as per the attached budget.

It is understood that any change from what is described in this application during the project period will require written approval by the Maine State Department of Education. It is further understood that reimbursement of funds may be prorated in accordance with the approved funding formula based on funds made available to the State.

Director Adult Education: _____ <div style="text-align: center;">Signature</div>	Superintendent or Authorized Agent _____ <div style="text-align: center;">Signature</div>
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Applications are to be completed online and a printed copy is due no later than **2:00 p.m. on May 26, 2011** and delivered in a sealed package marked "Response to AEFLA RFP" addressed to:

Division of Purchases
 Cross Office Building, 4th Floor
 9 State House Station
 Augusta, ME 04333-0009

No fax or email copies of the response to proposal will be accepted.

Send questions to Gail Senese, Interim State Director, of Adult Education, Department of Education, 23 State House Station, Augusta, ME 04333. Please email gail.senese@maine.gov or call 624-6752. Answers to questions regarding this request received in writing prior to May 10, 2011, will be placed on the Department of Education web site URL <http://www.maine.gov/education/aded/dev/literacy.htm> by May 25, 2011. One grant writing workshop for this cycle will be held via webcast or videoconferencing on May 23, 2011. Please call Lisa Perry at 624-6752 for a time, locations and to register.

Workforce Investment Act of 1998, Adult Education and Family Literacy Act, CFDA 84.002A, Document # V002A080019, US Department of Education, Office of Adult and Vocational Education Grant Period: July 1, 2011-June 30, 2013

General Information: The Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Investment Act of 1998, has as its purpose to provide adult education and literacy services to assist adults in obtaining the knowledge and skills necessary for college and career readiness that will lead to completing secondary and post-secondary education, acquiring meaningful employment, achieving self- and family-sufficiency, and becoming full partners in their children's education.

Eligible applicants for the grant include: (1) local educational agencies; (2) community based organizations of demonstrated effectiveness; (3) volunteer literacy organizations of demonstrated effectiveness; (4) institutions of higher education; (5) public or private non-profit agencies; (6) libraries; (7) public housing authorities; (8) non-profit institutions that are not described in any of these descriptions and have the ability to provide literacy services to adults and families; and a consortium of the agencies, organizations, institutions, libraries or authorities described in items (1) through (8). Community-based organizations and non-profit institutions include non-profit faith-based organizations.

“Adult Education” means instructional and support services for individuals:

- 1) who are performing below a post-secondary level of education based on results from a standardized assessment;
- 2) who have attained at least 16 years of age;
- 3) who are not enrolled or required to be enrolled in compulsory education under State law; and
- 4) who—
 - (i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
 - (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
 - (iii) are unable to speak, read, or write the English language.

Programs must demonstrate how they will serve the “most in need” population, as required under Title II of the Workforce Investment of 1998, meaning serving learners defined by the National Reporting System (NRS) as those performing in Educational Functioning Levels 1-4 (to review NRS Guidelines, visit: <http://www.nrsweb.org/trainings/>).

Instructions for Application

The following pages must be completed on line and printed out. An original copy is due no later than **2:00 p.m. on June 14, 2011.** delivered in a sealed package marked “Response to AEFLA RFP” addressed to:

Division of Purchases
Cross Office Building, 4th Floor
9 State House Station
Augusta, ME 04333-0009

Application Information Page (Required) – signatures and dates.

Abstract (5 Points) – must include a brief profile of your organization and a summary of the project being proposed. The project profile should include items such as the number of students served, what types of programs are offered, the number of staff employed, etc.

Narrative (Sections I, II, III) **(65 Points)**

Section I – Need (10 Points)

Section II – Program Standards (50 Points)

Section III – Staffing (5 Points)

Budget Section (35 Points)

Budget and Description of Resources (35 Points)

Operational Plan (Rider A) **(25 Points)**

Assurances (Required)

Abstract (5 Points)

- Please provide a brief profile of your organization and a summary of the project being proposed. The project profile should include items such as the number of students served, what types of programs are offered, the number of staff employed, etc.

Section I – Narrative – Need for Program (10 points)

There are multiple indicators that can be used to demonstrate need in your region. This application requires that you address the following indicators at a minimum:

- *Total adult population in the community/region served (1 point)*
- *Unemployment (1 point)*
- *Poverty (1 point)*
- *Public Assistance (1 point)*
- *Adults with less than a 9th grade education (2 points)*
- *Adults with less than a 12th grade education (2 points)*
- *Other local factors that might influence need in your area or present unique challenges. (2 points - Text Limit 300 Words)*

Useful local data can be found at:

County: <http://quickfacts.census.gov/qfd/states/23000.html>

Town: <http://www.state.me.us/spo/economics/census/index.php>

Section II – Narrative – Program Standards (50 Points)

Describe in detail how your program will address the requirements listed below. Details must include specific information on personnel, procedures and processes used. Specifically address in each area how your program will move forward with developing and integrating Career Pathways.

1. Educational Gains (14 Points)

Intake, Goal Setting and Assessment

- 1.1 The program uses an intake process that assesses the strengths and needs of learners, including those with learning difficulties.
 - *Please describe the intake process used. Include specific personnel who do intake and the process they go through. (1 point - 300 word limit)*
 - *Describe the assessment tools used, the timeframe for administering assessments, and who administers the assessments. (1 point - 300 word limit)*
 - *What practices have been put in place to increase pre-post test rates, and how/when results are shared with students? (1 point - 300 word limit)*
 - *Describe the program's procedures for screening and serving adults with learning disabilities, and for referral for diagnostic testing when appropriate? (1 point -300 word limit)*
- 1.2 The program has an established process to assist students in goal setting, specifically addressing career goals. (4 points - 300 word limit)
 - *Please describe the goal-setting process. Identify the staff members who assist student in the process (teachers, counselors, director, etc). List goal- setting and career assessment/ planning tools used.*

Outcomes

- 1.3 The program supports students as they progress toward their personal goals through the attainment of skills that allow them to advance in the instructional program, enter unsubsidized employment, retain employment, earn a high school diploma or equivalent, or gain acceptance to a post-secondary institution.
 - *Describe how the program supports students in the attainment of these goals using data from the previous two years to support your proposal. (3 points – 300 word limit)*
 - *Describe the support services available through your program and some of the common referrals your program makes to community agencies. (1 point – 300 word limit)*
 - *Describe how you coordinate services with your local community college, University Center and Literacy Volunteer affiliate. (1 point – 300 word limit)*
 - *Provide contact information for representatives of local community agencies who have agreed to support and collaborate in the project described in your proposal. Attach Letters of Support as an addendum to your proposal. (1 point – 300 word limit –letters of support not included in word count)*

2. Program Leadership (12 Points)

Program Planning

- 2.1 The program planning process is ongoing, participatory, and reflective of learner, community, State and national goals. (4 Points)(300 word limit)
- *Describe your program planning process: who is involved, what goals are reflected, how often is it done?*

Data Management and Reporting

- 2.2 Program personnel utilize the state's required Management Information System (MIS) for program management, program improvement, and reporting.
- *Describe your process for collecting data from initial meeting with the learner. Who on your staff determines a learner's Educational Functioning Level? (1 point – 300 word limit)*
 - *Describe how is data used for program management and improvement? How does the program administration assure quality data collection? (1 point – 300 word limit)*
 - *How do teachers use the data to improve their teaching practices? (1 point – 300 word limit)*
 - *What training has staff had or will have in using the MIS? (1 point – 300 word limit)*

Facilities

- 2.3 The program exists in a safe environment with appropriate access to facilities and equipment to support a positive learning environment for all adult learners.
- *Describe your facilities and equipment and why they are appropriate for adult learners. (1 point – 300 word limit)*
 - *Are the facilities accessible by all adult learners? (1 point – 300 word limit)*
 - *Describe current technology available for teaching and learning and give examples of how it is used. (1 Point – 300 word limit)*
 - *Describe how the program provides an environment that supports effective learning while promoting independence and self-advocacy. (1 Point – 300 word limit)*

3. Instructional Systems (12 Points)

Assessment for Learning

- 3.1 The program utilizes ongoing assessment through its delivery of services.
- *Describe your program's assessment process. (1 Point – 300 word limit)*
 - *What percentage of your teachers has participated in training on formative assessment? (1 Point))*
 - *How will your program ensure those that haven't been trained receive training in formative assessment over the next year? (1 Point – 300 word limit)*
 - *How are teachers using assessment to inform the teaching process? (1 Point – 300 word limit)*

Curriculum Development

3.2 The program utilizes research-based, contextualized curriculum.

- *Describe the curriculum that is used to meet the needs of learners, specifically the career needs of learners. (1 Point – 300 word limit)*
- *Describe how your program's curricula are contextualized to meet career needs. (1 Point – 300 word limit)*
- *What curriculum do teachers use for low-level learners (those performing in Educational Functioning Levels 1-4) to address alphabetics, fluency, vocabulary, comprehension and/or numeracy? (1 Point – 300 word limit)*
- *How will your program ensure curricula align to and meet the Common Core Standards? (1 Point – 300 word limit)*

Instructional Practices

3.3 The program accommodates the instructional needs of a diverse student population, including learners with special needs. (4 Points – 300 words)

- *Item 1.1 addresses the identification of strengths and needs of learners. What instructional strategies does your program use to address those diverse strengths and needs that have been identified? How does the program include learner input in instruction and planning?*

4. Staff Development (4 Points)

Professional Development

Professional development opportunities are provided to enhance teacher, administrator, support staff, and volunteer ability to provide quality services to adult learners. (4 Points – 300 words)

- *In particular, how does the program identify and address the need for professional development for teachers and other program staff?*

5. Recruitment and Retention (8 Points)

Recruitment

5.1 The program recruits populations in need of basic educational services. (4 points – 300 word limit)

- *Describe your recruitment plan practices and include any innovative ideas about how your program will recruit more low- learners (those performing at Educational Functioning Levels 1-4).*

Retention

5.2 Learners stay in the program long enough to achieve their educational goals. (4 points – 300 word limit)

- *Describe your success in retaining your students. Do they stay long enough to meet their goals? Please provide evidence. Is there a difference between your retention rates for learners at various levels? If so, why?*

Section III – Staffing (5 points)

- Please identify the qualifications and experience of key administrative and instructional staff members.

OPERATIONAL PLAN (Rider A) - Fiscal Year 2012 and FY13 (25 Points)

Goal: *To provide effective adult basic and literacy education services to eligible participants as defined in the Adult Education and Family Literacy Act under Title II of the Workforce Investment Act of 1998 from July 1, 2011 through June 30, 2013.*

Objective 1: *The applicant will fulfill requirements described in Section II of this Grant Application.*

Objective 2: *The applicant will support this project with at least a 25% AEFLA-eligible match in funding.*

RESPONSE: *Description of Other AEFLA-Eligible Financial and In-kind Resources for FY12 and FY13 (5 Points)*

Source		FY12 Amount	FY13 Amount	% of Total Budget
Local/State Funds available for adult literacy (Estimate based on previous year expenditures)				
Contracts and Grants (i.e. Job Clubs, Work Ready Grant)				
Volunteers				
In-kind				
Other				
Total				

Objective 3: *The applicant will collect data as required by the National Reporting System and will maintain the data in the State's MIS and submit it on a quarterly basis or as requested..*

Measure: Program data will be reported to the Maine Department of Education on a quarterly basis by the following schedule:

Quarter 1 (July through September)	Deadline October 15
Quarter 2 (October through December)	Deadline January 15
Quarter 3 (January through March)	Deadline April 15
Quarter 4 (April through June)	Deadline August 15 (year-end report)

Objective 4: *The applicant will provide adult basic education and literacy services to eligible adults and out-of-school youth who are most in need of these services and consistent with previous annual enrollment numbers to justify funding allocations in the approved AEFLA funding formula.*

NOTES: *If the applicant's FY12 and FY13 annual enrollment estimates are more than 15% higher or lower than the applicant's actual FY10 enrollments, provide a rationale to support these estimates (this does not apply to first-year applicants). The applicant will be aware that federal funds to support this project are limited. Final budget amount are subject to negotiated.*

RESPONSE: *Number of Eligible Learners Served (5 Points)*

Note: *First time applicants may omit FY10 and FY11 columns*

<i>Educational Functioning Levels</i>	<i>FY10 Actual (From AEFLA Program Facts 2009-2010)</i>	<i>FY11 Estimates (as provided in approved FY11 Continuation Grant Application)</i>	<i>FY12 Estimates</i>	<i>FY13 Estimates</i>
Adult Basic Education				
▪ EFL I: Beginning Literacy				
▪ EFL II: Beginning ABE				
▪ EFL III: Low Intermediate ABE				
▪ EFL IV: High Intermediate ABE				
▪ EFL V: Low Adult Secondary				
▪ EFL VI: High Adult Secondary				
English as a Second Language				
▪ EFL I: Beginning ESL Literacy				
▪ EFL II: Low Beginning ESL				
▪ EFL III: High Beginning ESL				
▪ EFL IV: Low Intermediate ESL				
▪ EFL V: High Intermediate ESL				
▪ EFL VI: Advanced ESL				
Total				

Objective 5: The applicant will enable adults and out-of-school youth eligible for adult basic education and literacy services to demonstrate improvements in literacy skill levels in reading, writing, numeracy, problem solving, English language acquisition, and other literacy skills.

Note: First time applicants may omit FY10 and FY11 columns

RESPONSE: % of Learners in FY12 and FY13 Completing Educational Functioning Levels (5 Points)

<i>Educational Functioning Level</i>	<i>% of Learners Completing Level</i>				
	<i>FY10 Actual (From AEFLA Program Facts 2009-2010)</i>	<i>FY11 Estimates (as provided in approved FY11 Continuation Grant Application)</i>	<i>FY12 Estimates</i>	<i>FY13 Estimates</i>	<i>*FY11 Approved State Performance Targets</i>
Adult Basic Education					
▪ EFL I: Beginning Literacy					42%
▪ EFL II: Beginning ABE					49%
▪ EFL III: Low Intermediate ABE					51%
▪ EFL IV: High Intermediate ABE					47%
▪ EFL V: Low Adult Secondary					59%
▪ EFL VI: High Adult Secondary					N/A
English as a Second Language					
▪ EFL I: Beginning ESL Literacy					40%
▪ EFL II: Low Beginning ESL					50%
▪ EFL III: High Beginning ESL					47%
▪ EFL IV: Low Intermediate ESL					40%
▪ EFL V: High Intermediate ESL					40%
▪ EFL VI: Advanced ESL					65%

**NOTE: If any FY12 or FY13 estimates are below Maine's federally approved FY11 performance targets, please provide a rationale.*

Objective 6: The applicant will provide adults and out-of-school youth eligible for adult basic education and literacy services with sufficient basic education to enable them to benefit from placement in, retention in, or completion of post-secondary education, training, unsubsidized employment or career advancement.

RESPONSE: Percentage of Learners in FY12 and FY13 Achieving a Secondary School Diploma or its Equivalent, Enrolling in Post-Secondary Education or Training, or Obtaining/Retaining/Advancing in Unsubsidized Employment. (5 Points)

Note: First time applicants may omit FY10 and FY11 columns

Goal Achievement	% of Learners Achieving Goal				
	FY10 Actual (From AEFLA Program Facts 2009-2010)	FY11 Estimates (as provided in approved FY11 Continuation Grant Application)	FY12 Estimates	Fy13 Estimates	*FY11 Approved State Performance Targets
Earn High School Diploma or Equivalent					95%
Enroll in Post-Secondary Education/Training					65%
Obtain Unsubsidized Employment					65%
Retain/Advance in Employment					60%

**NOTE: If any FY12 and FY13 estimates are below Maine's federally approved FY11 performance targets, please provide a rationale.*

Assurances

In order to be eligible for FY12 and FY13 AEFLA funding, the applicant will administer the grant project in accordance with the following program assurances:

- The program will be required to submit an improvement plan within in thirty days of approval of the proposal that explains what measures will be taken for each performance standard that was not met in FY10 to ensure they are met in FY12 and FY13.
- Deliver a program of services that meets the Adult Education & Family Literacy Act Program Standards posted at <http://www.maine.gov/education/aded/dev/standards/standards.htm>.
- Use the State's MIS and submit required data to the Maine Department of Education on a quarterly basis or as required.
- Adults enrolled in adult literacy or English as a Second Language programs will not be charged tuition fees or any other charges.
- Commit to develop a partnership with Career Centers to integrate adult education and literacy services with career development, employment and training activities.
- Provide services that are coordinated with and not duplicative of programs, services or activities made available under other federal, state and local programs, including the Carl D. Perkins Vocational and Applied Technology Act of 1998, the Individuals with Disabilities Act, the Higher Education Act of 1965, the Rehabilitation Act of 1973, the Immigration Reform and Control Act of 1986, and the Domestic Volunteer Service Act.

- Commit to serving the “most in need” population, as required under Title II of the Workforce Investment of 1998, meaning serving learners defined by the National Reporting System (NRS) as those performing in Educational Functioning Levels 1-4.
- Submit a Program Professional Development Plan to the Maine Department of Education by September 30, 2011 for FY12, and by September 30, 2012 for FY13.
- Support the FY12 and FY13 AEFLA project with (at least) the required 25% AEFLA-eligible match funding.
- Ensure equal access to education and promote educational excellence in adult basic education programs in Maine by addressing the special needs of students, teachers and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, national origin, disability and age.
- The program will ensure that professional development funds will be made available for staff to participate in training for the State’s Management Information System.
- The program will ensure that professional development funds will be made available to support the required number of hours for teacher professional development. Teachers who are employed for 3-6 hours per week will be paid to participate in a minimum of 3 hours of professional development per year. Teachers who are employed between 6-12 hours per week will be paid to participate in a minimum of 9 hours of professional development per year, teachers who are employed 12-20 hours a week will be paid to participate in a minimum of 12 hours of professional development per year. The participation of full time teachers in professional development will be directed by their local contract.

Print Name of Superintendent :

Print Name of Program Director:

Superintendent Signature Date

Program Director Signature Date
